



Orientation Program On The Line

Freshmen Oriented to Drew; Have Fun, Meet Classmates

by Krystyn Kaczorowska

"What was your reaction to orientation?" "I liked it." "Is there any one particular aspect which you feel is especially in need of change?" "No, I liked it." "What do you feel is the purpose of orientation?" "I don't know, I guess it's to meet your classmates and to get to know the campus." "Don't you feel that orientation week should accomplish more than just introducing you to the social aspects of the school?" "No." "Why?" "Well, because I liked it — it was fun."

The above dialogue is one that was conducted with a member of the freshman class. It cannot be attributed to any one freshman. However, I am sure that many freshmen will recognize it as one in which they took part. After speaking to fifteen freshmen, I heard the above responses, or a very close approximation of these responses, fifteen times. It is extremely important to note here that the actors in this little drama were fifteen differ-

ent people — fifteen individuals.

Originally, the purpose of this article was to bring to light many of the aspects of orientation which are in need of change. It was intended that these aspects be emphasized through the reactions of freshmen who have just completed their week of initiation into college life. It was intended that through these comments we would be able to see more clearly whether or not orientation really does "orient" one to college life. However, for obvious reasons, such an article will not come into being. The end product, hopefully, will be the same, but the means of attaining it must, of necessity, be different.

When one is attempting to analyze, or at least get a complete picture of orientation week as seen through the eyes of a participating member, it is customary to ask for criticism. And there were criticisms. Of the fifteen interviews conducted, there were seven

major ones: Orientation week was a bit too long; there were too many speeches; there was too little social life; the picnic was unnecessary; the week would have been just as much fun without the dinks; it would be helpful if the Frosh Directory could be distributed a week before orientation. If one were to look at this list out of context, it would be impossible to ascertain the source of these criticisms. I am sure that no one could state positively whether they are reactions to a summer camp or to a college orientation. Infact, it is rather doubtful that a college orientation would even come to mind.

These findings do not answer the all-important question, "Does orientation 'orient' one to college life?" The answer depends on the definition of college life. It is not the responsibility of the arriving freshmen to provide this definition. The responsibility lies with the college itself.

If the definition above accurately portrays the Liberal Arts college, then orientation was a success. If not, the present orientation program has failed both the incoming student and the campus community.

Column 1

"Column 1" will present thoughtful views on problems of common concern to the college community by students, faculty members, and administrators, as well as occasional guest writers. Contributing this week is Peter Morrill, a first year MA student in political science.

THE RIGHT OF SELF-DETERMINATION by Peter Morrill

Two interesting and unusual events marked the second week of classes on the Drew campus: the daily presence of a literature table protesting the war in Vietnam and a well-attended discussion on the role of the student at Drew. This writer has participated in both events, talking with students about the role the panel members at the latter discussion determined for the student. Furthermore, he comes to Drew following three years in the civil rights movement and is currently participating in a project in Morristown's Negro ghetto. Why do he and many other students raise these issues? How do the Vietnam war, the discussion of the role of the student, and the civil rights movement relate to each other, and why do many people spend so much time advocating their different aspects?

The presence of the United States in Vietnam, the presence of students on a college campus, and the presence of large Negro ghettos in American cities become interrelated when we look at the affected constituencies of each group. The central premise for those who protest the war in Vietnam is that the U.S. is fighting a war not supported by the vast majority of the Vietnamese people and supporting a government not popular or representative of anyone but an elite few. They see the population of Vietnam as a pawn in a much larger game in which it has no part. The critics of the war say then, that the people should be allowed to determine their own future, and have a government

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For Dean Stonesifer:

A Week of Role-defining

At MSM Panel

by Bob Guter

The students' place in the university was ostensibly the topic of last Wednesday's MSM panel — audience discussion. But by giving Dr. Stonesifer, the newly appointed dean of the College, an opportunity to define his position in the University hierarchy, the discussion was opened to considerations of a wider range.

Accepting the fact that each of the three constituent parts of the hierarchy (students, faculty, and administration) must recognize and adhere to its own locus of responsibility if the University is to function at maximum efficiency, Dean Stonesifer went on to explain that at Drew, as at most universities, the ultimate decision making power rests with the board of trustees.

In the necessarily tyrannical framework of university life, the trustees are legally supreme, while the administration proper provides the over-

all machinery by which faculty and students can meet on some common ground. Agreeing with Dean Stonesifer on the role of the faculty, Dr. Kimpel, Chairman of the philosophy department, described the professor's primary responsibility as being a master of his discipline so that he may enter into a purposeful intellectual contract with the student. If more professors saw this as their primary objective, they would have less time to interfere with administration policies which are outside their realm.

Continuing to the third part of the hierarchy — the students, Dr. Campbell of the economics department listed the students' rights as two: The right to enter and the right to leave. This view rests upon an interpretation of the university as an institution serving knowledge rather than the student. Dr. Campbell qualified this by admitting the students' right to work in favor of change, but as in the case of the students' strike of classes two years ago, this right implies the attendant "right" of accepting the consequences of their protest.

Following the initial statements by the panel, the discussion was thrown open to questions from the floor. Through the disconcerting maze of irrational statements and customary emotionalism, one fact became evident: certain members of the campus community look to Dean Stonesifer as a kind of messiah who

will redress their real and often imagined grievances, and generally usher in the millennium at Drew. Dean Stonesifer made a great effort to dispel these notions by further definition of his position. He explained that his function is not to give orders to Dean Sawin or Dean Morris or to become involved in petty disputes pertaining to disciplinary or social infractions, but to procure the faculty and facilities that Drew must have if it is to realize its potential.

It has been said in the past and it was said again last Wednesday, that one of the basic problems at Drew is lack of communication. Dean Stonesifer helped to clarify where that problem lies. Specifically, we now see, it is a problem created by the necessary division of the hierarchy, and compounded by confusion as to the proper role of each member.

At Interview

Interviewed last Monday, Dean Stonesifer emphasized his role as that of Academic Dean.

His most difficult task is staffing the faculty of the college. Dr. Stonesifer cited the increasing demand for, and mobility of, qualified instructors as a major obstacle to collecting and maintaining an effective faculty. Increased enrollments and the establishment of new institutions has resulted in

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Ad Absurdum

by Carol Eaton

The Freshman Orientation this year was basically a sojourn into the absurd. Inane pep rallies were interspersed with serious speakers enumerating the obligations and goals of becoming a college student. The final effect was extremely disquieting.

The speakers stressed the importance of learning about oneself and discovering or creating worthwhile goals. These are difficult things to do; they take a long time and a person has to be very much on his own to find them. It would seem that the perfect time to begin considering these things is the first few days of college. However, there is an orientation committee that does its best to distract and derail the process. The freshman class must be firmly bound together. They must become one large unimaginative mass of green "rah-rah". The pep rallies are infamous examples of pointlessness and boredom. After all, what is happening? Nothing.

The entire thing is completely unnatural. How can anyone be expected to have an abundance of spirit for a new and strange place? How can one join in such close camaraderie with absolute strangers? It creates only a mass of unnatural emotion.

The new student is given this
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SOCIAL CALENDAR CHANGES:

- Oct. 18—Soph Day
- Oct. 22—Informal Dance
- Oct. 23—Frosh Show
- Nov. 5—Open House
- Nov. 6—Live Band Dance
- Nov. 12-13—Fall Weekend
- Nov. 19—Informal Dance
- Nov. 20—Sadie Hawkins Dance

EDITORIALS

The Acorn is dead. It died in the midst of a continuing intellectual drought that withered and laid fallow the voice of both student and faculty on the Drew campus. The Acorn, as its name implied, was a seed, but in place of great oaks the students harvested only ragweed. Finally that ragweed irritated enough people on this campus to cause the destruction of the outmoded, irrelevant newsletter, which hid as much import to a college as the Weekly Reader.

On a campus the size of Drew there is absolutely no need for a social newsletter; a column spread on a bagel breakfast or a two-column article on this year's Mum Queen should not characterize the scope of the student publication. This paper must become the focus, and thus a stimulant, for discussion of the major concerns of today's liberal arts student. It hopes to take a clarifying stance amid the expressive chaos of the college community.

We do not see this first issue as the fulfillment of our goals, but it is a step toward that position of vital importance a college newspaper should hold, a position that the Acorn neglected to even recognize in the past.

We commend WERD for its planned UPI affiliation. This is a major step toward the establishment of WERD as an effective radio station.

However, we see no reason why WERD should try to fill out its broadcasting time (as apart from its usual morning and evening "live" programs) with MUSAC. Better listening music can be found on WPAT or several other area stations. Leave MUSAC to the doctors' offices and cafeterias. But not our cafeteria.

Ad Absurdum

(Continued from page 1)

"marvelous" sense of belonging at the exact time it is most detrimental to him. He is given a niche when he really should be displaced. There is a great deal of beauty in that bit of pain and uncertainty which confronts the freshman. Why can't he enjoy it? Why must it be snatched away. The only people who enjoy this manufactured sense of belonging are those who are afraid to grow in their own unique way. This is not to say that there should be no social activities at all. That would be far worse. Picnics and dances are fine ways of getting to know people. A warm, friendly atmosphere is much more pleasing and reassuring to a freshman than frantic activity. Traditions night is a great experience—a meaningful mixture of the ser-

Miss Gladys Crane, the newly appointed head of the Speech department, announced to the initial meeting of the Foresters, that George Bernard Shaw's "Arms and the Man" would be the Fall Production. Try out, open to all. Bowne Lecture Hall, Tuesday evening, September 28th, at 7 p.m.

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"Zut" to the Liberals

by Selim Tamari

This is the era of not taking sides. Some people call it liberalism. Unfortunately for the average student, this is the kind of neutralism which makes it possible for others to lead him in a herd. And then he ponders. Unexpectedly, a burst of dynamism appeared on this campus early this year.

Besides the usual "social" extracurricular activities which excited freshmen have courageously displayed during orientation and after the Vietnam issue was brought into a heated campaign by students on the left (socialists, pacifists, pinkos and all). In reaction, or acting on a belated initiative, the conservatives too have taken arms against the war opposition and formed their own committee. The faculty, it seems, has taken upon itself not to be outstripped by the activities; discussions on the student movements, free speech and administration—student relations are expected to establish a continuous dialogue and

At Interview

(Continued from page 1)

intense competition for instructors. In such an academic set-up the Dean must be an academic politician.

Dean Stonesifer has seen several possibilities for solution of this developing war for professors. He cited a cooperative program involving Swarthmore, Haverford, and Bryn Mawr, through which these institutions, instead of duplicating, supplement each other's offerings. The diplomatic responsibility for arranging such programs falls on the Dean of the college.

The Dean's constant concern is the coordination of his faculty and its physical facilities. He thus directs curriculum and decides which physical needs of the curriculum must be met first.

Thus occupied, the Dean does not have time to arbitrate extra-curricular student affairs. Matters of discipline and social code must be the responsibility of an office of Dean of Students.

"CONSIDERATION FOR OTHERS will keep you saying a kind word, doing a kind deed, and making many friends. . . . Good manners should be everyday manners at Drew."

Acorn Leadership
In State of Flux

Upon the recommendation of former Acorn Editor, Pete Sloan, who tendered his resignation for academic reasons, the Acorn Editorial Board elected David Lindroth, Jeff Fogel and Bob Applebaum as editor and associate editors, respectively. The Board felt a plurality of leadership was necessary to complete the revised format of the paper instituted by ex-editor, Sloan. However, the Communications Council has questioned the constitutionality of the three-man team and hopes to settle the editorial controversy at their Thursday meeting.

LETTERS

To the Editor:

"If music is not a dynamic and creative force, there's no sense in going into it." These words express the attitude of Gladys Hallpam towards music and indicate her ideas as to what a music department can and should be. She would like to see the orchestra and band become integral items of Drew's curricula, and has also introduced the idea of an opera-theatre, which would perform works by students and more well-known composers. Unfortunately, Drew offers no voice instruction. A music and dance workshop would also offer opportunity for constructive work. With student choreographers working in conjunction with music majors, the results could be very interesting. Also, for the interest of anyone who might consider such an investment in creative talent, student productions of this nature frequently receive outside invitations. Unfortunately, Drew offers no professional dance instruction.

Such talk is not just so much wind in the air. There is much dormant, as well as manifest, creativity at Drew—in the fields of dance, music, art, and drama. Why not channel it constructively while there is still time? To my mind, such enthusiasm as Mrs. Hallpam's merits attention and cooperation, both from students and administration.

Betsy Spellman

To the Editor:

If your eyes are closed, open them fast, and recognize the shoddy treatment and disgracefully inadequate salary which has incurred the resignation of one of Drew's most productive and creative faculty members. Dr. Dika Newlin, known by few, has composed, performed, written much musical commentary, and only recently participated in the premiere performance of Mahler's Tenth Symphony. Dr. Newlin has finally—and why she didn't do it years ago is a mystery to me—entered into a position at last acknowledging her achievement with \$5000 annual increase in salary. I can only express my shame at this shoddy treatment, of which Dr. Newlin has not been the only victim.

Betsy Spellman

SAVE
WATER!

Column 1

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truly elected by themselves. The U.S. presence in Vietnam and its support of the different governments for the past ten years makes ridicule of the American ideal of democratic government and prevents the Vietnamese from deciding the direction of their own country. The discussion this past Wednesday night resulted in a rather unanimous decision on the part of the panel members: students form the lowest level of a hierarchical system and, while they have some opportunity to engage in dialogue with the course of their lives and studies in the University, they have no power to settle grievances, to participate in planning, or to create change. One panel member summed up his colleagues' opinions by stating that a student had only two rights: to come to school, or to leave. Outside of those, he could settle nothing by the very fact that he was a student.

The student thus resides in the University with no right to determine or plan the course of his life there. No vote or representation on planning boards exist that guarantee that his grievances will receive attention, be they in the academic or non-academic phases of his life. Most important is that the student does not directly plan how his life is spent during the four most critical and decisive years of his life. He cannot decide what courses should be taught relative to his needs (which he knows better than anyone else and which often include fear or confusion both personal and professional; nor can he determine how they are to be taught. Rather he "sits at the feet of the master," be the master right or wrong, relevant or irrelevant, mature or immature, and must do so not only in the classroom but also outside—in his conduct on campus. Restrictions for women are more severe, for dress and the hours in or outside the dormitory become carefully regulated.

The Negro ghetto stands as the monument of trapped, powerless people who are told that, because they are Negro, they must live there and because I, the policeman, the slumlord, the price-scalping merchant, or the welfare worker, own and regulate your life, you must

live in this way or that. Negro ghettos are literally occupied by the police upholding the morality of a public that say: first, because you are black you must live apart, and second, you must have the values of the rest of us. And thousands of poor men and women who depend on welfare or unemployment payments for their basic existence are told how their money must be spent and what they can or cannot do to remain on outdated budgets. The Negro is not even allowed to determine the future of his neighborhood in which he is forced to live—slum clearance displaces thousands of people who are given prison-like public housing projects as their only alternative. The Negro lives a life of forced dependency with no basic means to plan his own life.

What links the three issues of Vietnam, civil rights, and student life together, then, that in each case large numbers of people are forced to live in a position over which they have no control. They are not free to decide their common future, to democratically choose their own representatives with the power to create change; to participate in those institutions which determine their lives. In the case of the Vietnamese people and the American Negro, this condition of life is forced upon them, on the one hand, through American soldiers and American backing of an unpopular government, and, on the other hand, by the fact of racism in American life. And the student lives in a similar system. Usually the idea of college is so drummed into him by his parents and the values of middle-class society that he doesn't have a clear and free choice in coming or leaving school. And the stigma of leaving college on the person's future social and professional life prevents the dissatisfied person from simply exercising that right. The student's life is like that of the American worker in the early decades of our century who was completely dependent on the factory for money to live, but before the coming of the labor union, had no rights in the factory. The students must go to college if he is to find a significant place in American life, and while living here, his rights are suspended too. Furthermore, entering a school should not im-

ply the giving up of freedoms basic to a democratic society, nor is that suspension of rights anticipated by entering students. In very real ways then, the student, the Vietnamese, and the Negro are tied together by their mutual powerlessness.

Another common bond links these groups of people together: in each case they are engaged in a movement for change. Although some communist influence permeates the Viet Cong, the large number of soldiers are indigenous to South Vietnam and are sincerely fighting a war of national liberation to bring freedom to the Vietnamese or the American-backed government of General Ky. Through both guerrilla warfare and public demonstrations (for which South Vietnamese, Buddhists, students, and intellectuals are persecuted and often executed) they are fighting for a new ruler. Student movements for change have become widespread during the past nine months, not only in California but also in the East, at Yale, Brooklyn, and St. Peters. During the discussion last Wednesday this writer repeatedly asked one panel member why students protested at Berkeley. That question was never answered. The fact is that students are dissatisfied at many schools. They want an end to restrictions and paternalism, and want to participate in planning their own future. One of the most interesting forms of protest on campuses is the formation of student unions through which students, like the workers in the thirties, bargain for their rights and to bring about change. The Negro, too, is protesting his dependent life in both organized and unorganized ways. Although public demonstrations have occurred with increasing frequency (i.e. Martin Luther King's new interest in Northern ghettos this past summer) the most prominent "protests" took place recently, again in California, in the form of the Los Angeles riots. We must again ask, "Why?" What are the conditions that produce such a violent and spontaneous outbreak? In other areas; Morris-town, Newark, and all over the country, Negroes are joining community organizations. Here they are defining their problems, planning their own futures, and beginning the battle for change.

Local Tavern Denies
Students Service

Five Drew students were denied service last Saturday evening at the Hickory Tree Tavern near Madison. The five, all over 21 and with identification, visited the bar around midnight Saturday and were refused service by "Ma," the proprietor of the "Shady."

The three groups, then, are engaged in their separate struggles to bring about a new world. In the deepest and most elementary way they seek very basic rights: to be free; to throw off the shackles of paternalistic or dictatorial governments or administrations; to decide their own futures. They say, "There's a change gonna come" and they call for others to join together in the movement for change. They say, "Let's build a new world together."

In conclusion, we must ask ourselves two questions. First, do people have a right to demand and fight for change? Do the Vietnamese, the American student, and the American Negro have a right to grasp that means which will bring them freedom? Secondly, we must ask what these respective struggles mean to us as individuals and students at Drew. Do each of them have implications for our needs, our own ideals and our democratic way of life? To seek to answer these questions should become one of the most meaningful activities to us as students at Drew University.

WERD Plans

This year radio station WERD plans a hook-up with U.P.I. to keep the campus informed of up-to-the-minute news; however the \$35 weekly fee may present an insurmountable obstacle. WERD will also continue the Early Bird show as well as the traditional 5 PM - 1 A.M. programming. To increase its weekly broadcasting WERD contracted MUSAC permitting 24 hour taped musical broadcasts. Manager Werner further hopes for live coverage of sports and a professional news announcer to aid in training his staff. There will be an organizational meeting Tuesday, Sept. 28, at 7:00 PM in UC Room 102.

ENGLISH DEPARTMENT
LECTURE

Sarven Bercevitich, Assistant Professor of English, Columbia University, will speak at Drew, Thursday evening, September 30, at 8:30 p.m. in Room 104, University Center. Topic: "New England Epic: Cotton Mather's Magnalia Christi Americana."

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Blank Hofstra 3-0 In Soccer Opener

Led by left inside, Fara Mahdavi, the Drew Soccer Team opened its 1965 season with an impressive 3-0 victory over Hofstra at the loser's field in Hempstead, Long Island. Mahdavi scored all three goals against the Flying Dutchmen in Drew's first encounter in the Middle Atlantic Coast Conference.

Displaying superb passing, the Rangers scored late in the first quarter when Mahdavi drilled one past the Hofstra goalie. He followed with a second tally midway in the second quarter to give Drew a substantial 2-0 lead at the end of the half. As the second half opened the Ranger's continued their drive, but it wasn't until early in the fourth quarter that Mahdavi once again broke away from the defenders and booted one into the goal net, leaving the score 3-0.

The Key to Drew's control of the ball throughout the game was the new defense instituted by the Ranger booters. Center forward, John Logan, was

moved to the left halfback slot and Rich Knapp went to Logan's position, while Senior center halfback, John Menke went to center half. As a result, an already strong line was supplemented by a strengthened backfield, both with excellent reserve depth.

The victory extended the Ranger's winning skein to ten games, (they won the last nine games of last season) and was Drew's first in the 1965 Middle Atlantic Coast Conference.

Defense Weak In Exhibition

by Joe Clayton

Drew University lost to Pratt 7-5 Saturday in a scrimmage match before 300 spectators at Young field. Defense proved to be Drew's major weakness, particularly at fullback and goalie. Pratt used a fast break offense to good advantage, passing the fullbacks several times and leaving goalie Jim Sarkison with a one-on-one situation in which he was unable to recover quickly enough when Pratt took possession. Sarkison was caught out of position several times, and appeared reluctant to charge the ball in one-on-one situations. Jim, a veteran of two seasons, was certainly not at his best and should return to the level of his past performance before the season gets under way. Newcomer Jans Starkey, who started at fullback, showed some promise with a couple of nice steals. However Starkey did not see much action.

Offense was a different story, with Roberto, Fara, John Logan and Ben Alexander exhibiting their winning style of last year. Although they started off poorly, by half-time the passing game had improved. With the ragged edges of the opening minutes having all but disappeared, Drew dominated play in the second half.

Due respect should be given to the Pratt goalie who made seventeen saves, many of them spectacular, in holding Drew to five goals. It is unlikely that Drew will meet a better goalie in the course of this season.

Menke, this year's captain and a standout for the past three years, played his usual solid game, but was out of position on defense on some plays in the first half. John has a tendency to work his way up toward the front line, leaving the fullbacks to defend the whole field. Returnees Holden and Tobias added to the solid center of the Drew squad, and Mickey Colella filled out the starting team at wing.

Drew should have no trouble compiling a winning record for this coming season. The only teams which appear to be as strong as Pratt are Stevens, NCE, and possibly Moravian. With better defense, and continuing improvement of the passing game in the front line, last years record should be equaled with ease. In fact, with a couple of breaks and no "off days" it could be an even better season than last year.



"By forming the habit of making friends with others, you have started a program of effective social adjustment in college. This habit will benefit you immediately by giving you the feeling that you 'belong' in the various campus groups."

